

Arts Education Update

An on-line publication of the State Foundation on Culture and the Arts – Arts in Education Program



Where are the Arts?

? There's not enough art in our schools or in our children's lives. But ask almost any parent and they will say that arts education is very important to their child's

well being. So why have the arts been allowed to virtually disappear from our children's learning experiences?

"where are the arts?" is a new arts education advocacy brochure created by the State Foundation on Culture and the Arts – Arts in Education Program and the Hawai'i Arts Education Partners to help you advocate for the arts in the schools, especially in grades K-5. An impressive 89% of Americans believe that arts education is important enough to be taught in schools, but the sad truth is, kids spend more time at their lockers than in arts classes.

It is the responsibility of all of us to make sure that arts education flourishes in our schools. You have more power than you realize to create opportunities for kids to experience the arts.

If you have not received your copy of **"where are the arts?"** call the SFCA Arts in Education Program at 586-0768 or email elaine_zinn@exec.state.hi.us with your name and address. Additional copies for your PTSA members and other community groups are also available from the State Foundation on Culture and the Arts – Arts in Education Program.



Did You Know?

- The arts teach kids to be more tolerant and open.
- The arts allow kids to express themselves creatively.
- The arts promote individuality, bolster self-confidence, and improve overall academic performance.
- The arts can help troubled youth, providing an alternative to delinquent behavior and truancy while providing an improved attitude towards school.

ARTS CRITICAL LINK TO STUDENT DEVELOPMENT

Cutting back on school arts programs may prove counterproductive

A new report by the Arts Education Partnership (AEP) finds that the arts provide critical links for students to develop crucial thinking skills and motivations they need to achieve at higher levels—and not be left behind. The research studies in this report further suggest that for certain populations—students from economically disadvantaged circumstances, students needing remedial instruction, and young children—the effects of learning in the arts may be especially robust

and able to boost learning and achievement.

The report, **Critical Links: Learning in the Arts and Student Academic and Social Development**, details the relationship between learning in dance, drama, music, multiple arts, and visual arts and the development of fundamental academic and social skills and will compel educators/school administrators/school board members

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to think twice before cutting the arts if their goal is to increase student academic achievement.

"I urge educational leaders throughout the country to read this compendium and pay close attention to its findings," said G. Thomas Houlihan, executive director of the Council of Chief State School Officers (CCSSO), the association of the leaders of state departments of education, who on May 16 sent the report to the education chiefs at the state departments of education. In the "No Child Left Behind Act," **Congress names the arts as one of the core subjects that all schools should teach.** The studies in Critical Links show the wisdom of that decision and the benefit of arts learning for every child.

Critical Links is a compendium reviewing 62 studies of arts learning in dance, drama, music, multiple arts and visual arts. Interpretive essays examine the implications of the body of studies in each of these areas, and an overview essay explores the issue of the transfer of learning from the arts to other academic and social outcomes.

The report outlines the important relationships between learning in the arts and academic and social skills in the following major areas:

Reading and language development: Certain forms of arts instruction enhance and complement basic reading instruction aimed at helping children "break the phonetic code" that unlocks written language by associating letters, words, and phrases with sounds, sentences, and meanings. Reading comprehension and speaking and writing skills are also improved.

Mathematics: Certain music instruction develops spatial reasoning and spatial-temporal reasoning skills, which are fundamental to understanding and using mathematical ideas and concepts.

Fundamental thinking skills and capacities: Learning in individual art forms, as well as in multiple arts experiences,

engages and strengthens such fundamental cognitive capacities as spatial reasoning, conditional reasoning, problem-solving, and creative thinking.

Motivations to learn: Learning in the arts nurtures motivation, including active engagement, disciplined and sustained attention, persistence, and risk-taking, and also increases attendance and educational aspirations.

Effective social behavior: Studies of student learning in certain arts activities show student growth in self-confidence, self-identity, conflict resolution, collaboration, empathy, and social tolerance.

School environment: Studies show that the arts help to create the kind of learning environment that is conducive to teacher and student success by fostering teacher innovation, a positive professional culture, community engagement, increased student attendance and retention, effective instructional practice, and school identity.

"It is imperative that further research be conducted to confirm and deepen the findings in this compendium," said Richard J. Deasy, director of the Arts Education Partnership. "These studies suggest that it is a matter of equity that we make high quality arts programs part of the education and development of every young person. Research needs to show the forms of arts instruction that will close the achievement gap for students who are falling behind. Critical Links points to specific directions for this future research."

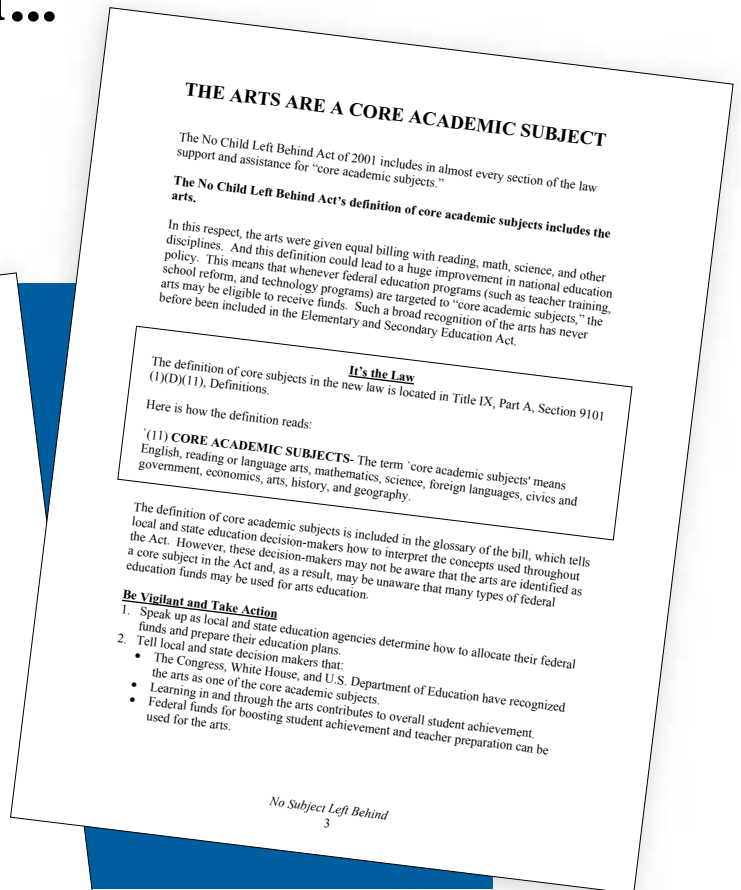
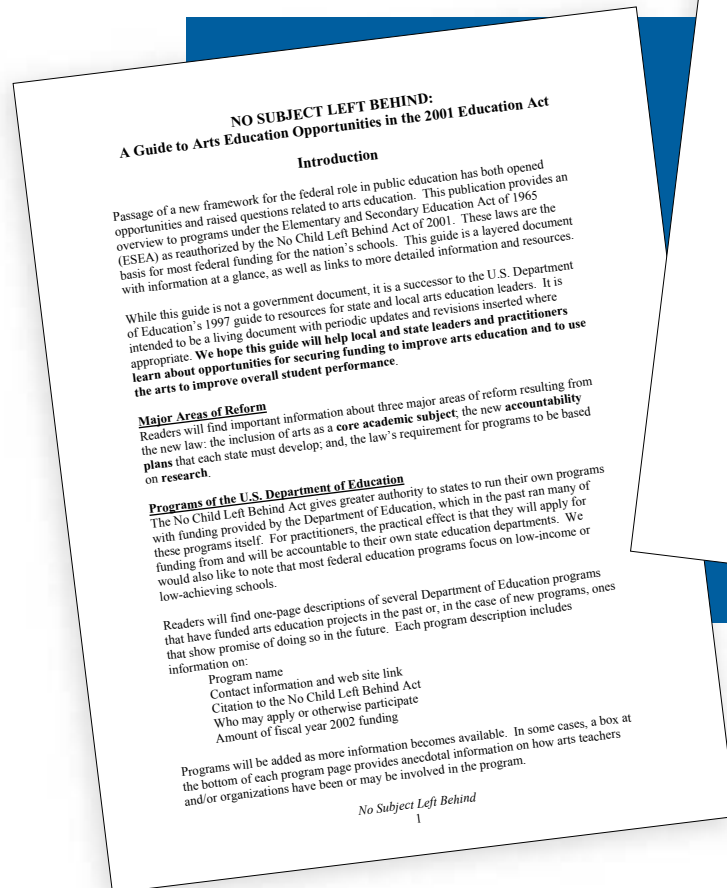
Critical Links is available in PDF form on the AEP Web site (www.aep-arts.org). A link to the site can also be found on the SFCA Web site: www.state.hi.us/sfca/. To order printed copies, contact CCSSO Publications at (202) 336-7016. A single copy costs \$25 plus \$4 for shipping and handling. Ordering information is also available on the AEP Web site.



*The Beat Goes On:
Kenny Endo and crew
pound the skins at the
Honolulu Academy of Arts'
2002 Artist Showcase.
(See story on page 4)*

No Subject Left Behind...

On January 8, 2002, President Bush signed the biggest overhaul of education law since passage of the 1965 Elementary and Secondary Education Act. The new act, titled *No Child Left Behind*, includes key provisions long sought by arts education advocates and marks a major victory for arts learning.



A complete, downloadable PDF file of this document is available by going to the following website:

<http://www.aep-arts.org/Funding.html>



Making Sense of the Arts in the Curriculum

A series of fine arts standards-based professional development workshops will be offered this fall for elementary school teachers. Each hands-on workshop is three hours and will be presented by professional artist educators on how you can teach in, about, and through the fine arts.

Each workshop is aligned with the Hawai'i Content Standards in the Fine Arts. There are six workshops planned on

O'ahu, three on the island of Hawai'i and three on Kaua'i. Registration fee is \$15 per workshop.

Department of Education professional development credits will be available for those who participate in a minimum of three workshops and applied in the classroom for 45 hours. A learning results portfolio is also required.

A schedule of the workshops will be available on the SFCA website this summer and flyers will be mailed to all public and private elementary schools. Call 394-1353 or 586-0768 for further information.

Workshops are sponsored by the Department of Education, the State Foundation on Culture and the Arts and the Hawai'i Alliance for Arts Education.

The Maui Arts and Cultural Center sponsors similar workshops for teachers on Maui. Call Susana Browne at 242-2787, extension 234 for information.

2002 Artist Showcase

Thirty-three artists and 86 teachers participated in the 2002 Artist Showcase on Sunday afternoon, March 17 at the Honolulu Academy of Arts. Almost 600 people attended the event. Artists displayed their work, presented excerpts from their programs for the schools and visited with teachers on how they may bring the arts into their classrooms. For the first time in almost two decades, the artist showcase

brought teachers and artists together to talk about curriculum, the importance of the dance, drama, music and the visual arts to student learning across the curriculum.

Mahalo to Michael Wall, event coordinator, artist showcase volunteers and the staff and volunteers of the Honolulu Academy of Arts including David de la Torre, Karen Thompson and Dorothy Oshiro.



Registration table



Artist Kathy Chock (left)



Artist Maile Yawata (right)



Artist Warren Andrade (left)

Photos by Shuzo Uemoto / HAA

U.S. DOE SETS NEW GOALS

The U.S. Department of Education's new strategic plan lays out six new goals:

- 1 Create a Culture of Achievement:** an overall attitude toward implementing the "No Child Left Behind Act"
- 2 Improve Student Achievement:** Put reading first, expand mathematics and science teaching, reform high schools, and boost teacher and principal quality.
- 3 Develop Safe Schools and Strong Character:** Improve drug-free education environments.
- 4 Make Education More Evidence-Based:** Strengthen the quality of education research.
- 5 Improve Postsecondary and Adult Education:** Increase opportunities for students and effectiveness of institutions.
- 6 Establish Management Excellence:** Create a culture of accountability within the Department of Education.



On the Web:

Arts Education in American Public Elementary and Secondary Schools: 1999–2000

The Fast Response Survey System (FRSS) report, *Arts Education in American Public Elementary and Secondary Schools: 1999–2000*, is now available on the Department of Education's website at:
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002131>

This report provides national data on arts education in public elementary and secondary schools during 1999–2000, and is based on five surveys of elementary and secondary school principals, elementary school music and visual arts specialists, and self-contained classroom teachers. Topics include: the availability and characteristics of instructional programs in music, visual arts, dance, and drama/theatre; staffing; space for arts instruction; funding sources; supplemental programs and activities in the arts; administrative support; the perceived status of the arts among school staff and parents; the educational backgrounds (e.g., degrees, certification, years of experience) of music and visual arts specialists and classroom teachers; participation in professional development activities; teaching load; teaching practices; collaboration and integration of the arts into other areas of the curriculum; and teacher involvement in arts-related activities outside of school.

The Impact of Arts Education on Workforce Preparation

The National Assembly of State Arts Agencies (NASAA) is pleased to announce a new release from the National Governors' Association (NGA). "The Impact of Arts Education on Workforce Preparation" showcases the positive outcomes of integrating the arts into schooling and youth intervention programs:

<http://www.nasaa-arts.org/nasaanews/nga.shtml>

This latest NGA report is second in a series of research summaries designed to help governors and their top policy

advisors learn about how the arts contribute to economic development and community vitality. NASAA members are using these reports to document the public benefits of the arts and to show how state arts agencies can be partners in helping states address their most pressing public policy goals.

Resources for Arts Education Advocates

Arts and Learning Resources for State Leaders:

http://www.nasaa-arts.org/nasaanews/index_anl.htm

is a clearinghouse of information and resources supporting arts education. The website was created by the National Assembly of State Arts Agencies. Included in this site is a collection of web links to organizations, foundations, and federal agencies supporting arts education, as well as a broad list of links to research, organized by topic and arts discipline. Also a growing resource, the Arts and Learning site encourages suggestions for new links to resources you offer or find useful.

Grant and Funding Information

The NEA Foundation for the Improvement of Education (NFIE) now offers certain grants on an ongoing, year-round basis. Over 300 small grants of \$1,000 to \$3,000 are awarded each year to fund classroom innovations or professional development for improved practice in public schools and higher education institutions.

<http://nfie.org>

A comprehensive website dedicated to providing nonprofit organizations, colleges, and Universities with information on financial resources available on the Internet.

<http://www.fundsnetsservices.com/>

Philanthropy News Digest K-12 Funding Opportunities: K-12 funding opportunities with links to grantseeking for teachers, learning technology, and more.

<http://fdncenter.org/funders/>

School grants: A collection of resources and tips to help K-12 educators apply for and obtain special grants for a variety of projects.

<http://www.schoolgrants.org>